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ABSTRACT

Descriptions of 13 software programs suitable for use with kindergarten students include curriculum area, title, producer, hardware requirements, program description, teaching objective, and competencies. Prerequisites and introductory, developmental, follow-up, and evaluation activities are also provided for seven instructional sequences designed to use this software for teaching communication skills, art, library/media and computer skills, mathematics, and social studies. Twelve additional recommended programs are listed. (MES)

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LESSON PLANS DEVELOPED BY:

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A special thanks to Sarah Elizabeth Barbour, a 1986-87 Kindergarten student at Clayton Primary School (Clayton, N.C.), for the cover she created for this booklet.

ALPHABETICAL LISTING OF SOFTWARE USED IN LESSON PLANS

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ABC . . .123 Activities for Learning	Educational Activities
Animal Addition	Continental Press
Counting Critters	MECC
Dinosaurs	Advanced Ideas
A First Program About . . . Dinosaurs	January
Kidwriter	Spinnaker
Mask Parade	Springboard
Muppets on Stage	Sunburst
Muppetville	Sunburst
Pictures, Letters, and Sounds	Hartley
Print Shop	Broderbund
Sticky Bear Town Builder	Weekly Reader
Trex - The Dinosaur Survival Adventure	SciSoft

CURRICULUM AREA: Communication Skills
PROGRAM TITLE: KIDWRITER
PRODUCER: Spinnaker
COPYRIGHT: 1984
EQUIPMENT: Apple II, C64
MEMORY:
PERIPHERALS: color monitor; printer

PROGRAM DESCRIPTION:
An introductory wordprocessing program which allows the user to create pictures and enter text. Picture backgrounds and objects are chosen from a prepared group of graphics. Objects may be changed in shape and color and manipulated on the screen with the cursor keys. Text is placed on the bottom half of the screen under the prepared picture. Each screen becomes a page for a story.

TEACHING OBJECTIVE:
Student will express imagination by drawing, dictating, writing.

COMPETENCIES:
Communication Skills/Writing: 1.1 Explore and experiment with various materials and talk about them.

5.1 Record personal experiences and events

7.1 Represent what is learned from own experinece

8.1 Devise imaginary situations

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CURRICULUM AREA: Communication Skills and Art Education
PROGRAM TITLE: MASK PARADE
PRODUCER: Springboard
COPYRIGHT: 1984
EQUIPMENT: Apple, IBM, C64
MEMORY:
PERIPHERALS: color monitor; printer

PROGRAM DESCRIPTION:
This program allows the user to create masks, badges, jewelry, glasses, and shoes which may be printed. The objects can be cut out and worn by students for make-believe and creative dramatics. When creating masks, the user may choose facial parts from a collection of prepared graphics.

TEACHING OBJECTIVE:
To encourage creatively, making choices, and problem solving.

COMPETENCIES:
Communication Skills/Writing: 1.1 Explore and experiment with various materials and talk about them.
Social Studies/Skills: Goal 1 The learner will identify and define problems and suggest ways of solving them.

INSTRUCTIONAL SEQUENCE

PREREQUISITES: (experiences, activities, materials exposure)
Students should have had experiences with drawing, painting and role-playing to encourage self expression and to build vocabulary.

INTRODUCTORY ACTIVITIES:
Have Show and Tell activities to encourage children to talk about themselves.
Post a chart which shows objects students can choose to create a picture with KIDWRITER.

DEVELOPMENTAL ACTIVITIES:

- Use KIDWRITER with one student at a time. Students may create their own picture with the program or they might have to tell the teacher how to make the picture. Teacher keys in the student's personal story as it is dictated and prints it.
- Use the computer program MASK PARADE and allow each student to create and print a picture of what they might like to be or look like.

APPLICATION/FOLLOW-UP ACTIVITIES:
Combine the picture-story and the mask with a personalized cover to make a book (Example - Use silhouette of each child for personal book cover or the entire book may be cut in the silhouette shape. Standard boy and girl shapes may be used.).

EVALUATION ACTIVITIES:
Teacher observation.

CURRICULUM AREA: Communication Skills/Library/Media and Computer Skills
PROGRAM TITLE: PICTURES, LETTERS, AND SOUNDS
PRODUCER: Hartley **COPYRIGHT:** 1986
EQUIPMENT: Apple II **MEMORY:** 48K
PERIPHERALS: color monitor preferred

PROGRAM DESCRIPTION:
This program teaches letter sounds by relating each letter to one picture. It is ideal for beginning letter exploration and beginning computer use. Pictures are included with the program.

TEACHING OBJECTIVE:
To help the student associate the alphabet letter with its sound and familiarize the student with the computer keyboard.

COMPETENCIES: Communication Skills/Reading/Literature: 10.2 Recognize letters of the alphabet

10.4 Recognize that some words begin with the same sound

Library/Media and Computer Skills: 6.1 Identify the physical components of computer hardware and software

6.3 Follow simple oral, graphic, and pantomined directions for using a computer.

INSTRUCTIONAL SEQUENCE

PREREQUISITES: (experiences, activities, materials exposure).
Students should have been introduce to the computer. They should have been exposed to letters as symbols for a sound and have developed some listening skills.

INTRODUCTORY ACTIVITIES:
Use pictures that are included with the program to introduce students to letters of the alphabet and pictures of objects that represent each letter. Teacher can also use keywords from the program to make a bulletin board activity and a game board. (See example below.)

DEVELOPMENTAL ACTIVITIES:
Use the program, PICTURES, LETTERS, AND SOUNDS, individually or in pairs after an introduction by the teacher.

Concurrent activities:

- Use a long strip of plastic on which alphabet letters have been printed at random. Students walk along the strip and stop on various letters and name the letter. (This strip may be made or purchased at school supply stores.)
- Play musical chairs. Large alphabet letters are placed in chairs. Student is asked to name letter on chair he/she is standing by when music stops. If the student misses, he/she removes chair and leaves the game.
- Make pretzel alphabet letters. (Use purchased stick pretzels or students can make pretzel dough and shape it into the shape of letters before baking.)

APPLICATION/FOLLOW-UP ACTIVITIES:

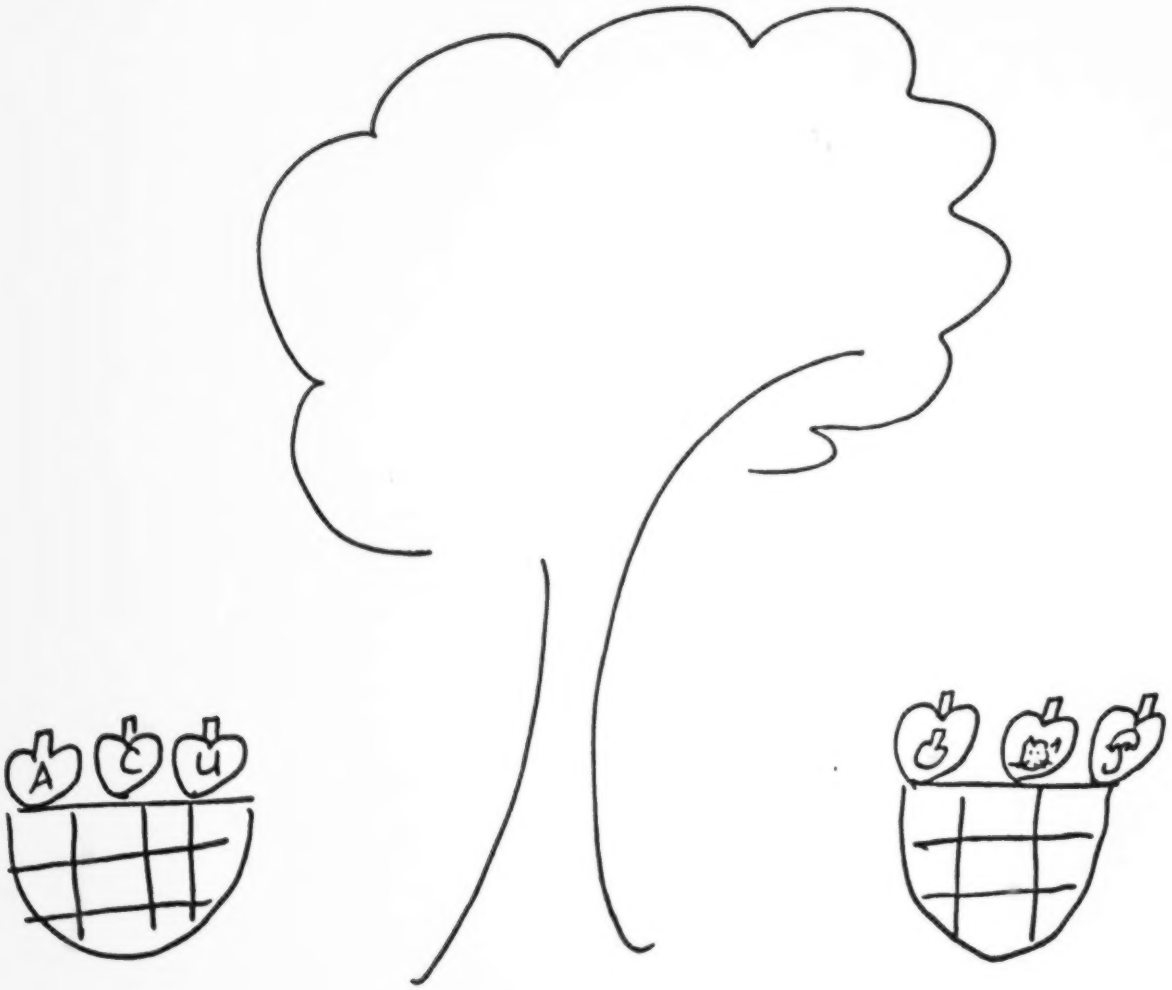
- Teacher may introduce letters of the alphabet through sensory activities. Many ideas can be found in Sound of the Week available from Good Apple and Alphabet Puppets by Jill M. Coudron (Both may be purchased at Stone's Southern School Supply, Raleigh, N.C.)
(Example - LETTER S: Have gift wrapped package delivered to classroom containing pair of socks. Teacher unwraps gift, tries on socks, and exclaims that his/her feet feel strange. Teacher races around room, jumping over chairs and loudly asking students to help remove the SUPER SOCKS. Later, students get an opportunity to try on the socks.)
- Teacher reads a book from the Sweet Pickles Series from Weekly Reader. Each book contains a different alphabet character.
- Have a tasting party or cook a recipe using the alphabet letter you are studying to reinforce letter/sound memory. (Example - Tasting party: Eat various ready prepared apple products for the letter A or cheeses for the letter C, etc. Recipe: Make cocoa for the letter C or bread for the letter B, jello for J, etc.)
- Use learning games/centers which teach alphabet sound/letter recognition.

NOTE: A good source for these games/centers is The Education Center in Greensboro, N.C.

EVALUATION ACTIVITIES:

- Students respond correctly to alphabet flash cards with teacher.
- Students are able to draw pictures that correspond to letters of the alphabet.

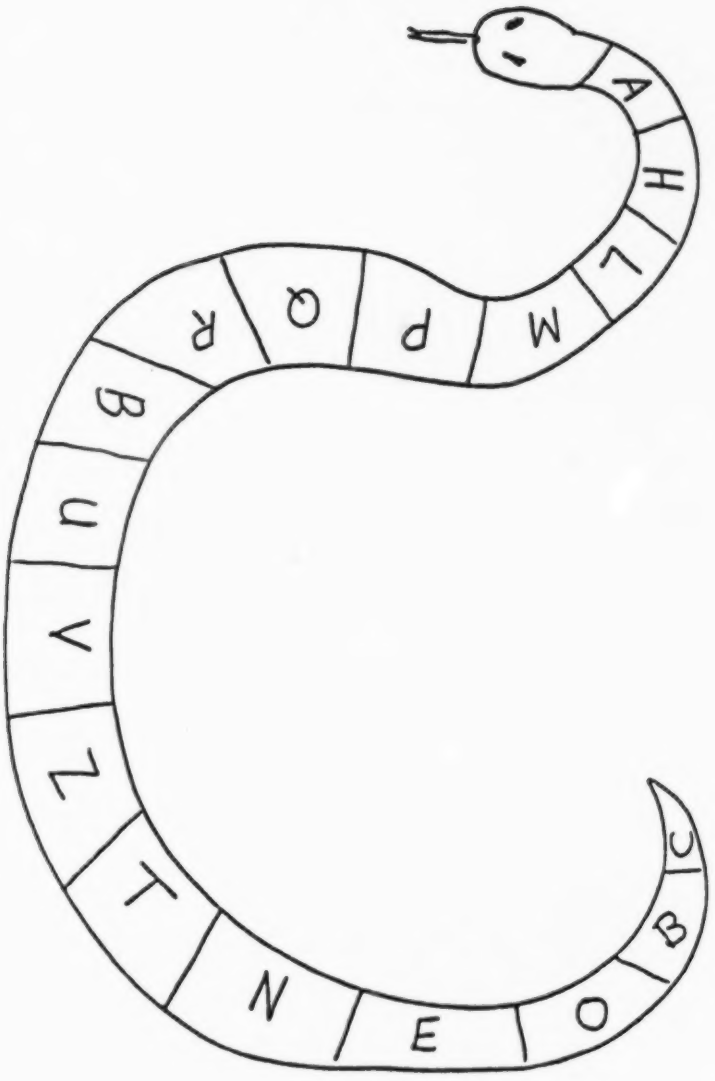
BULLETIN BOARD



Pick a Letter - Pick a Word

The bulletin board must be located where students can manipulate the apples. Students choose letter apples from the basket on the left and match each with corresponding key word picture apples from the basket on the right. The pair is then hung on the tree together. Each pair of apples is identical in size, shape, and color to help students self-check their answers.

GAMEBOARD



Construct a number spinner and an alphabet gameboard similar to the example above. Make game cards which have a key picture on each. Student moves according to a number on the spinner. When the student lands on a letter he/she must find the key picture card that matches the letter. Teacher or adult need to judge reponses.

NOTE: Matching spaces and cards can be the same size to make a self-checking game.

CURRICULUM AREA: Library/Media and Computer Skills/Communication Skills/Mathematics
PROGRAM TITLE: MUPPETS ON STAGE
PRODUCER: Sunburst
COPYRIGHT: 1986
EQUIPMENT: Apple II, IIGS, IBM, C64
MEMORY: 64K
PERIPHERALS: color monitor preferred

PROGRAM DESCRIPTION:
This package contains three main activities that teach letter, number, picture, and color recognition. Each activity has four lessons--one for computer and three traditional. "Discovery" is an exploration of the Apple keyboard. In the activity students discover that when a key is pressed on the keyboard something will happen on the screen. When each letter or numeral is pressed, it is shown on the screen with graphics. "Muppet Squares" is a game which can be played after students recognize letters, numbers, and colors. Students move through the game by correctly recognizing either letters, numerals, or colors. The program may be used with the Muppet Keyboard or with the regular Apple keyboard.

TEACHING OBJECTIVE:
To familiarize students with the Apple keyboard

To give practice in recognizing letters, initial sounds, numbers and colors.

COMPETENCIES: Library/Media and Computer Skills: 6.1 Identify the physical components of computer hardware and software

Communication Skills/Reading/Literature: 10.2 Recognize letters of the alphabet

Mathematics/Numeration: 1.2 Rote count from 1 to 20

1.4 Recognize numerals 0 through 10

1.12 Classify given objects

Mathematics/Geometry: 5.4 Recognize patterns using geometric shapes

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PROGRAM TITLE: PRINT SHOP
PRODUCER: Broderbund
COPYRIGHT: 1986
EQUIPMENT: Apple II, IBM, C64
MEMORY: 64K
PERIPHERALS: printer

PROGRAM DESCRIPTION: A graphics utility program that allows the student to create posters, greeting cards, signs, etc. with the stored graphics. Text is available in several fonts and sizes. Graphics libraries are available that include many more graphics and text types.

TEACHING OBJECTIVE: To reinforce letter recognition skills

COMPETENCIES: Communication Skills/Reading/Literature: 10.2 Recognize letters of the alphabet.

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INSTRUCTIONAL SEQUENCE

PREREQUISITES: (experiences, activities, materials exposure)
Students should have a beginning knowledge of letter names and sounds, a basic knowledge of numbers 0-9, and be able to recognize colors.

INTRODUCTORY ACTIVITIES:

- Students and teacher use PRINT SHOP to make a book which has one page for each letter of the alphabet along with pictures of key objects. Students help the teacher choose a graphic from the program to use with each letter of the alphabet. (Example: F - picture of a frog; H - picture of a house, etc.)
- With 3 x 5 index cards, make a set of 78 alphabet cards (three cards for each letter). Students play a game similar to "Old Maid" to foster a working knowledge of the alphabet.
- Using 52 cards from the set above (two of each letter), students play a concentration card game on carpeted floor or large table.
- Play "Number Round-up." Use cards on which is printed one of the numbers from 0-9. Match these cards with sets of cards on which is shown sets of colored objects 0-9. Students match numeral and object cards and place these inside yarn lariats to "round them up."

DEVELOPMENTAL ACTIVITIES:
After completing the introductory activities, individual students or small groups of 1-4 students use MUPPETS ON STAGE, "Discovery" and "Muppet Squares". Teacher prepares a gameboard to focus on either activity. Directions for the gameboard are in manual.

APPLICATION/FOLLOW-UP ACTIVITIES:
In a small group, students play the game, "I Went to the Supermarket and I Bought... ." First player must buy an object that begins with an A , the second with a B, etc. Directions are in program manual.

EVALUATION ACTIVITIES:
Teacher observation

CURRICULUM AREA: Arts Education/Mathematics /Communication Skills
PROGRAM TITLE: MUPPETVILLE
PRODUCER: Sunburst **COPYRIGHT:** 1986
EQUIPMENT: Apple II **MEMORY:** 64K
PERIPHERALS: Color monitor; May be used with Muppet Learning Keys or Touch Window

PROGRAM DESCRIPTION: Six activities designed to teach mathematics and communication skills by identifying and classifying shapes, colors, and numbers. Students are shown a changing street scene. Kermit the Frog rides down the street as the student chooses which building he/she would like to enter. When a building is chosen, the student must complete an activity. One of the buildings, "Animals' Apartment House," is a concentration game for matching songs, notes, and note patterns.

TEACHING OBJECTIVE:
To provide practice with auditory discrimination.

To increase memory skills.

To provide practice in recognition of numerals 0-9.

COMPETENCIES:
Arts Education/Music: Goal 2 The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony and form.

Mathematics/Numeration: 1.3 Recognize numerals 0 through 10

INSTRUCTIONAL SEQUENCE

PREREQUISITES: (experiences, activities, materials exposure)
Student should be comfortable with recognition of numbers 0 -10. They should have developed eye-hand coordination.

INTRODUCTORY ACTIVITIES:

- Teacher introduces and teaches songs through singing and role playing (See example list below). Make a rebus poster for each song which uses pictures to give clues to correct words.
- Use "Matching Tunes" activity in program manual. Each student is given one of the songs previously learned. There should be two students for each title. Students walk around the room and stop when they meet another student. Each sings the first line of their song. If they are a match, they sit down together. If there is not a match, they continue until one is found.

DEVELOPMENTAL ACTIVITIES:
Use the program, MUPPETVILLE, "Animal's Apartment House." Divide class into two teams.

APPLICATION/FOLLOW-UP ACTIVITIES:
Use the game, "Animal's Band" found in program manual. Students clap rhythms from songs introduced during Introductory Activities. They may also use sticks, triangles, blocks, etc.

EVALUATION ACTIVITIES:
Teacher observation

SONGS TO USE IN INTRODUCTORY ACTIVITY

Old MacDonald
Ring Around the Rosy
London Bridge
Mary Had a Little Lamb
The Mulberry Bush
I'm a Little Teapot
Oh Where, Oh Where, Has My Little Dog Gone?
Pop! Goes the Weasel
This Old Man
Twinkle, Twinkle Little Star

CURRICULUM AREA: Mathematics
PROGRAM TITLE: COUNTING CRITTERS
PRODUCER: MECC
EQUIPMENT: Apple II, IIGS
PERIPHERALS: color monitor preferred

COPYRIGHT: 1985
MEMORY: 64K

PROGRAM DESCRIPTION:
Five programs designed to give kindergarten students practice in early number and counting concepts. The program that will be used in this lesson is "Circus Puzzles." In this program, the student works with dot-to dot puzzles to complete circus pictures. The teacher can set the number of puzzles to complete at each session, how many dots will be used in the picture, and how many dots the student will have name to complete the picture.

TEACHING OBJECTIVE:
To give students practice in putting the numbers 1 to 20 in order and to fill in missing numerals in a sequence of 1 to 20.

COMPETENCIES:
Mathematics/Numeration: 1.3 Order sets from 0 to 9

Grade 1, 1.3 Order numbers from 1-100

INSTRUCTIONAL SEQUENCE

PREREQUISITES: (experiences, activities, materials exposure)
Students should be able to recognize numerals and the value of numerals 0-20. They should have been introduced to the concepts of more than, less than and be able to rote count 0-20.

INTRODUCTORY ACTIVITIES:
In small groups make a giant number line from 0-10 with modeling clay. Each child should be responsible for making a number. The group, puts these numbers in order on a number line. Each child is given additional clay to individually make a small number line.

DEVELOPMENTAL ACTIVITIES:

- Use the Stepping Stones Number Cards(available through Stone's Southern School Supply). Give each child a card and make a human number line. Ask questions such as, "What comes next?"
- On a long piece of paper, write the numbers 0-10 or 20 with glue. Have children sprinkle sand onto glue for a touch number line.
- Plan a circus in your classroom with children dressed up and ready to perform different circus acts (clowns, Ringmaster, elephants, jugglers, tightrope walkers, etc.). Determine the order of the acts and give each child a number card. On the day of the performance, have the children make a circus character number line by standing according to their numbers.

FACE PAINT IDEA FOR CLOWNS: Mix together Crisco, corn starch and food color to a consistency of cold cream. This is an easy way to paint faces and it is easy to clean up!

APPLICATION/FOLLOW-UP ACTIVITIES:
Use the computer program, COUNTING CRITTERS, "Circus Puzzles."

EVALUATION ACTIVITIES:
Use dot to dot puzzle worksheets. Students must identify the numerals that complete the sequence of the puzzle.

CURRICULUM AREA: Mathematics
PROGRAM TITLE: ABC . . 123 ACTIVITIES FOR LEARNING, Program II
PRODUCER: Educational Activities, Inc. **COPYRIGHT:** 1984
EQUIPMENT: Apple II, C64 **MEMORY:** 48K
PERIPHERALS:color monitor preferred

PROGRAM DESCRIPTION:
The disk contains two programs for math and reading readiness. The one which will be used in this lesson is "First Numbers." In the first exercise, students match equal sets using the same objects (Example - circles to circles). In the second exercise equal sets are matched using different objects. Exercises progress in difficulty until students are matching numbers to sets. Some worksheets are included with program.

TEACHING OBJECTIVE:
Introduction of numbers 1 to 10. Correlation of numbers to amount.

COMPETENCIES:
MathematicsNumeration: 1.1 Use one-to-one correspondence

1.4 Recognize numberals 0 to 10

1.10 Identify the value of a set of up to six objects

INSTRUCTIONAL SEQUENCE

PREREQUISITES: (experiences, activities, materials exposure)
Students need a concept of amount before they learn numbers. Exposure to manipulative activities and games in which counting skills are utilized is necessary. Students must be familiar with computer keyboard.

INTRODUCTORY ACTIVITIES:

- Match objects in housekeeping center to demonstrate one to one correspondence (Example - cup to saucer)
- Build a set with Unifix cubes (Raisins can be used. Students eat the correct sets.)
- Count how many blocks it takes to construct a simple object

DEVELOPMENTAL ACTIVITIES:

- Use " First Numbers" with small groups, individually, or in pairs. Teacher should introduce the program to students.
- Place students in groups. Each group counts the number of students in the other groups.
- Make a number necklace with colored straws. (Directions: Cut plastic straws in short lengths. Students choose number of links they want on their necklaces. Thread straws on yarn.)

APPLICATION/FOLLOW-UP ACTIVITIES:
Use cut and paste worksheets for students that involve matching numbers to sets and worksheets that involve one-to-one correspondence.

EVALUATION ACTIVITIES:

- Use manipulative activities in which students match numbers to sets of objects.
- Students make a number line with Unifix cubes.

CURRICULUM AREA: Mathematics
PROGRAM TITLE: ANIMAL ADDITION
PRODUCER: Continental Press
EQUIPMENT: Apple II
PERIPHERALS: Color monitor preferred

COPYRIGHT: 1986
MEMORY: 48K

PROGRAM DESCRIPTION: This program gives students independent practice in solving two-digit addition without regrouping ones problems using animal graphics. There are six levels, one of which is "Easy Facts." There are no speed requirements. Activity sheets and a progress chart are included.

TEACHING OBJECTIVE:
To give students practice in correctly solving basic addition facts 0-9.

COMPETENCIES:
Mathematics/Numeration: 1.2 Rote count from 0 to 20
1.3 Order sets from 0 to 9

Mathematics/Whole Numbers: 2.1 Combine two sets and verbally describe the sets.

Grade 1, 2.1 Find sums to 20.

INSTRUCTIONAL SEQUENCE

PREREQUISITES: (experiences, activities, materials exposure)
Students should have an understanding of numbers 0-9 and the process of adding two numbers.

INTRODUCTORY ACTIVITIES:

- Introduce addition by making a pie out of paper. The teacher cuts the pieces out ahead of time and creates a story using the student names. (Example - "Sara was outside playing when she smelled something delicious coming from her mother's kitchen. She went inside and asked her mother for one piece of pie." Give a child one piece of pie and write the numeral 1 on the chalkboard. Have a brother or sister in the story come in for one piece of pie. Write this numeral with the other one in the form of a simple addition problem (1 + 1). Then ask how many there are all together and write this numeral on the board as the answer. Discuss how the pie pieces and the problem on the board are related. Continue from this point until the students display an understand of the adding process.
- Introduce the addition of one-digit numerals by playing the Whale Game found in the book, Math Their Way available from Addison Wesley.

DEVELOPMENTAL ACTIVITIES:

- Students use raisins to solve addition problems that the teacher gives them. If they get the correct answer they are allowed to eat the raisins.
- Students use counters such as Unifix cubes or Teddy Bear Counters (available from Media Materials) to practice basic addition skills.

APPLICATION/FOLLOW-UP ACTIVITIES:
Introduce the computer program, ANIMAL ADDITION to the students. They may work in groups of two, although working individually is better. The teacher may choose to use the activity sheets and student progress chart included with ANIMAL ADDITION.

EVALUATION ACTIVITIES:
Teacher observation of student performance at computer.

CURRICULUM AREA: Social Studies
PROGRAM TITLE: STICKY BEAR TOWN BUILDER
PRODUCER: Weekly Reader Family Software
COPYRIGHT: 1984
EQUIPMENT: Apple II, C64
MEMORY: 48K
PERIPHERALS: color monitor preferred

PROGRAM DESCRIPTION:
This program has maps of towns which show streets, buildings, parks, etc. The student can develop map skills by moving a car along the streets according to directions given. (Go North, etc.) This is done as the student is searching for mysterious keys hidden through the town. The student can also create their own towns and save up to 20 on the disk.

TEACHING OBJECTIVE:
To construct a simple map (Example - school or small town)

To recognize simple map symbols.

COMPETENCIES:
Social Studies/Skills: 5.2 Orient maps and note directions

5.3 Locate places on maps and globes

5.4 Interpret map symbols

INSTRUCTIONAL SEQUENCE

PREREQUISITES: (experiences, activities, materials exposure)
Students should have some knowledge of their school and town through discussions and field trips.

INTRODUCTORY ACTIVITIES:

- Have town planner visit the classroom.
- Read a book from the Sweet Pickles Series by Weekly Reader. At the end of each book there is a town map showing the location of characters in the story. Show the map to the students and discuss it with them.
- Bake a large gingerbread boy 12" x 18" early in the day (Teacher can make the cookie by combining small batches of dough which have been prepared by students.). After lunch students discover gingerbread boy has disappeared (Teacher hides cookie.). Students take a tour of the school in search of the gingerbread boy. As they search, they discover notes with clues which have been hidden by the teacher. In the end, the gingerbread boy is discovered by the students.

DEVELOPMENTAL ACTIVITIES:

- Hide items outdoors. Have students follow treasure map (prepared by teacher) to treasure.
- Write language experience stories about hometown or fictional town.
- Make a map of the school.
- Introduce STICKYBEAR TOWNBUILDER individually or in pairs. Students may create their own town, give it a name, and write a story about the town.

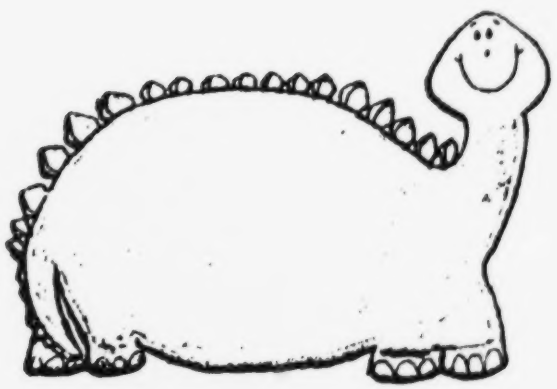
APPLICATION/FOLLOW-UP ACTIVITIES:
Paint and decorate cardboard boxes or milk cartons to be used in constructing a scale model of the students' hometown.

EVALUATION ACTIVITIES:
Students draw a map of their neighborhood or house.
Make a compass out of a paper plate to demonstrate a knowledge of symbols.

DINOSAUR FUN!

The following three programs may be used independently or they may be used collectively to create a sequence of lessons on dinosaurs. If used together, the order of use outlined below would be appropriate:

A FIRST PROGRAM ABOUT . . .	**Use as one introductory activity to introduce dinosaurs.**
DINOSAURS	**Use as one developmental activity**
TREX - THE DINOSAUR SURVIVAL ADVENTURE	**Use as an evaluation activity**



CURRICULUM AREA: Science/Communication Skills/Mathematics
PROGRAM TITLE: A First Program About . . .Series (Dinosaurs)
PRODUCER: January Productions **COPYRIGHT**:1986
EQUIPMENT: Apple II **MEMORY**: 48K
PERIPHERALS: Color monitor preferred

PROGRAM DESCRIPTION: This program is designed to introduce students to basic concepts about dinosaurs. Information is presented on the screen followed by comprehension questions. When used with kindergarten students it should be read by the teacher.

TEACHING OBJECTIVE: To review basic knowledge of dinosaur facts.

COMPETENCIES: Communication Skills/Reading/Literature: 2.2 Express the thoughts of a story, page-by page, even though not the exact words.

8.1 Reproduce the language heard in stories, nursery rhymes, and poems

8.2 Understand vocabulary found in books

10.1 Distinguish between words

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PROGRAM TITLE: Dinosaurs
PRODUCER: Advanced Ideas **COPYRIGHT**:1984
EQUIPMENT: Apple II, C-64, IBM **MEMORY**: 48K
PERIPHERALS: Color monitor preferred

PROGRAM DESCRIPTION:
This diskette consists of 5 games: 1) matching types of dinosaurs
2) classifying dinosaurs by the food they eat 3) classifying by habitat 4) matching type and counting 5) matching dinosaur to its name

TEACHING OBJECTIVE:
To provide opportunities for students to do simple matching of shapes and practice with counting.

COMPETENCIES:
Science: 1.1 Recognize there are many kinds of living things

Mathematics: 1.3 Order sets from 0 to 9

1.12 Classify given objects

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PROGRAM TITLE: TREX - THE DINOSAUR SURVIVAL ADVENTURE
PRODUCER: SciSoft **COPYRIGHT**:1984
EQUIPMENT: Apple II **MEMORY**: 48K
PERIPHERALS: Color monitor preferred

PROGRAM DESCRIPTION:
This program lets the student discover the quantity and quality of the various environmental needs of Tyrannosaurus Rex. It also exposes students to several other dinosaurs.

TEACHING OBJECTIVE:
The student will be able to demonstrate causes and effects of changes in the environment.

The student will develop problem solving skills.

COMPETENCIES:
Science: 3.3 Know the importance of water to living things

2.4 Describe changes in the environment

Social Studies/Skills: 1.2 Set up a tentative solution for a problem

4.1 Organize information

4.2 Analyze information

Social Studies/Knowledge: 15.1 identify factors which are necessary for life

INSTRUCTIONAL SEQUENCE

PREREQUISITES: (experiences, activites, materials exposure)
Students should have a some introduction to dinosaurs.

INTRODUCTORY ACTIVITIES:

• With a large monitor, Use A FIRST PROGRAM ABOUT . . . with the class or a large group. It will be necessary for the teacher to read the program to the students. Students can answer questions by holding up a 3 x 5 index card (may be color coded) on which is printed either an A, B, or C.

• Read stories about Dinosaurs such as DANNY AND THE DINOSAUR by Sid Hoff; QUIET ON ACCOUNT OF DINOSAURS by Jane Thayer.

DEVELOPMENTAL ACTIVITIES:

• Teacher demonstrates the use of the program, DINOSAURS. Students use the program individually, in pairs, or small groups. Concurrent activities can include :

- Paint a mural of the earth in dinosaur times.
  Students draw and cut out dinosaurs to be put on the mural.
- Make dinosaurs out of clay and put together in a model habitat
- Create a collage that shows what dinosaurs ate (Example: cut dinosaur shapes out of poster board. Glue plants and vegetable on plant eater, meats on meat-eaters)
- Use Picture Gallery in manual to make individual dinosaur booklets. Color and write names of dinosaur under each picture.

• Use dinosaur worksheets. (See examples below)

• Use stickers in DINOSAURS program guide to make a file folder game. Laminate the folder. Using a marker, students draw a line to match the picture of the dinosaur with its name. Use other activities that are suggested in program guide.

APPLICATION/FOLLOW-UP ACTIVITIES:

• Use recording, OUR DINOSAUR FRIENDS, MONSTERS AND MONSTROUS THINGS (available from Upbeat Basics; P.O. 120516; Acklen Station; Nashville, Tennessee 37212) and the book, DINOSAURS (available from Melody House - activity book is included.)

• Nutrition - Make peanut butter, dried milk and honey edible modeling clay dinosaurs. Enjoy eating after comparing and discussing.

EDIBLE PLAYDOUGH (SERVES 2)

1 cup powdered milk
1/2 cup peanut butter
2 T. honey

Mix together in bowl with hands until clay consistency. May need to add extra powdered milk. Good activity for students.

• Art/Language - Each child makes his own footprint on paper and names it. (Example: Debrasaurus, Bobasaurus, etc.) Bottom of foot can be painted or paint may be poured on a large sponge and used as a stamp pad. Students write language experience stories by describing themselves. (Example: telling what they ate, where they lived, etc.)

• View movie, FANTASIA, by Walt Disney or BABY, available at most video rental stores.

• Play charades. Each student pretends to be a dinosaur. The others guess which one he is.

• Make a wall of dinosaur words. On pre-cut forms (Dinosaur shapes, may be purchased from The Education Center in Greensboro, N.C.) teacher prints topic related vocabulary words. As student correctly identifies word, they are placed on wall or bulletin board forming a large dinosaur shape.

EVALUATION ACTIVITIES:

• Use program, TREX - THE DINOSAUR SURVIVAL ADVENTURE, with teacher supervision. This program is best used with pairs or individuals.

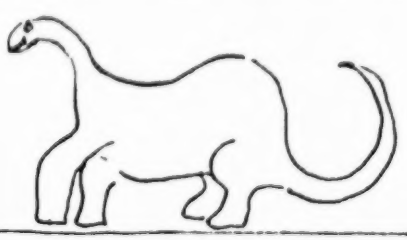
• Role-play with one student being Tyrannosaurus Rex

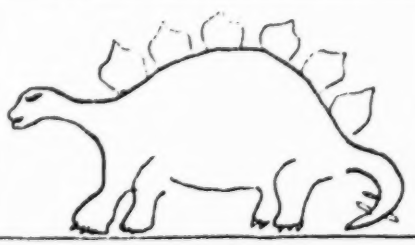
• Make picture puzzles for students to correctly put together and identify. Pictures may be drawn or pasted on tagboard and cut into puzzle pieces. The pictures may be colored by students. Place puzzle pieces in envelopes. Puzzles may be used several times.

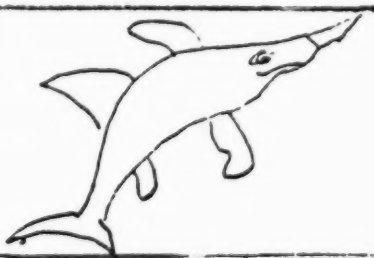
Plants

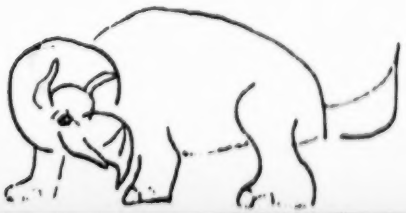
Meat

Cut and paste each dinosaur under what it likes to eat.

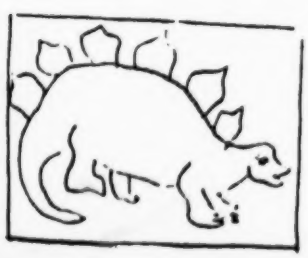


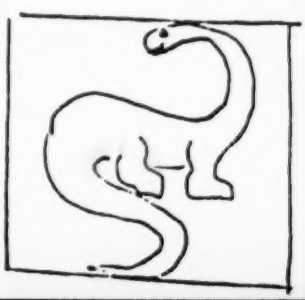






Cut and paste the dinosaurs in their correct habitat.





ADDITIONAL SOFTWARE SUGGESTED FOR KINDERGARTEN

DISCOVERY SERIES *Visual discrimination and memory, classification, positional relationships, association, patterning, number/set correspondence.*	World Book Apple II, IBM
EARLY GAMES FOR YOUNG CHILDREN *Math and language arts activities*	Springboard Apple II, MAC, IBM, C64
FISH SCALES *Math - measurement*	DLM Apple II
COMPARISON KITCHEN *Math - matching colors, shapes, sizes*	DLM Apple II, IBM
ARITHMETIC CRITTERS *Math - addition, subtraction, measurement*	MECC Apple II, IIGS
CLOCK WORKS *Math - telling time*	MECC Apple II, IIGS
FIRST-LETTER FUN *Phonics - initial letter sounds*	MECC Apple II, IIGS
RHYMING TO READ *Rhyming words based on Dolch list*	Grolier Apple II, C64
PREREADING AND PREMATH SERIES *Matching beginning and ending letters, sequencing, memory, matching shapes, matching words.*	C.C. Publications Apple II
CIRCUS SUBTRACTION *Math - 2-digit subtraction without regrouping*	Continental Press Apple II
FUN FROM A TO Z *Letter recognition*	MECC Apple II, IIGS
MOPTOWN PARADE *Attributes and thinking skills (group use)*	Learning Company Apple II, IBM, C64, Tandy CoCo